CONCORDIA UNIVERSITY

Graduate Studies News

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From the Dean's Desk

For those of us entrusted with the responsibility of developing and improving the range and quality of graduate programs at Concordia, 1987 promises to be a busy and exciting year. The main thrust in program development will derive from our efforts to launch new Ph.D. programs, either by ourselves or jointly with other universities. It is generally acknowledged that for a university, the existence of Ph.D. programs is a key factor in attracting and retaining outstanding faculty members and graduate students. The need for immediate action in this direction is clear. Three projects for the design of new Ph.D. programs are already under way. In addition, we are in the process of studying several proposals for new master's and diploma programs. In this connection it is interesting to note that last year out of the 2,000 courses offered by the Faculty of Arts and Science — 600 were at the graduate level. This demonstrates a remarkable commitment to graduate studies and research.

The planning and implementation of new programs is a lengthy process and stretches over a period of at least two years. It begins in the departments and is nurtured to fruition by the Board of Graduate Studies, the University Senate, and ultimately, is decided on by the Ministère d'Éducation du Québec. The success of a university in attempting to launch new graduate programs depends on many factors, namely: the perceived need for such degrees; the academic excellence of the proposals; the on-going availability of provincial funds for expansions of this kind; and finally the willingness of universities to avoid unnecessary duplications of programs. For these reasons it is often academically wise and economically sound to plan new graduate programs jointly with one or more other universities.

The cultural and academic advantages of shared graduate program management among the four Montreal universities are enormous and this successful activity undoubtedly helps to reinforce the image of Montreal as a "**Cité Universitaire**" both in Canada and abroad. The combined pool of talent, expertise, and resources of the four Montreal universities is second to none in all of Canada. With its bicultural dimension, it constitutes a remarkable force.

Since graduate studies are so intimately connected with research, a cooperative climate at this level usually entails collaboration in research which in turn acts as a positive indicator to business and industry that Montreal warrants consideration as a first choice for new investment. Several Concordia researchers have already benefitted from this perception, and the same positive development has obviously occurred at the other Montreal universities. A perusal of existing joint research projects between professors of different universities, shows to what a remarkable extent a collaborative research network is already in place. This trend is a direct result of the policy of the **Fonds FCAR**, (Fonds pour la formation de chercheurs et l'aide à la recherche), which promotes collaboration among Quebec universities, and raises the competitiveness of all Quebecers involved in business, industry, science, and technology. This policy has been a huge success. Many Concordia researchers are involved in FCAR projects and several of us head inter-university teams. Concordia also enjoys a substantial level of federal research funding from the **Natural Sciences and Engineering Research Council of Canada (N.S.E.R.C.)**, and is working on a growing number of industry-sponsored projects. Concordia University is a solid member of the Montreal community of scholars and has a solid foundation and a clear need for the range and type of new graduate programs which we envisage introducing over the next few years.

Graduate Programs in Art Education

When it comes to graduate programs in Art Education, Concordia University has the market cornered. Concordia is the only university in Canada to offer a Ph.D in Art Education, and in its nine short years of existence, the program has begun to attract students from across the country and even from overseas.

This is due to the department's reputation as a pioneer in the field, particularly in the newly emerging area of teaching art to adults, says Cathy Mullen, Graduate Program Director for the Department of Art Education and Art Therapy.

The study of Art Education has traditionally been applied to the teaching of art to school children. Here at Concordia, while the Master's and Ph.D programs in Art Education pay close attention to that focus, there is also a strong emphasis on the application of teaching art to adults.

There is an increasing awareness, Mullen says, of the need for developing art educators who are prepared to aid adults in their understanding and appreciation of art, as well as to develop their own artistic talents.

Museums particularly, are turning to art specialists to develop programs that serve to educate the public about art. Such a program, for instance, could involve art educators training museum tour guides to provide information that might help bridge the gap between non-representational art and those viewers who crave recognizeable shapes and forms.

Both the Master's and Ph.D programs are research-oriented, and because the department boasts a faculty whose background is remarkably varied, that research is interdisciplinary in approach.

Mullen points out that research carried out by students and faculty alike — however exotic — must fall within the central theme of the practice of teaching art.

Current faculty research projects include: the life histories of older adults currently studying art as a leisure-time activity; how museum visitors react to objects of art; and the pedagogical career of Canadian art educator, Anne Savage.

External funding for these projects come from the Quebec government's FCAR program, federal sources, the Social Science and Humanities Research Council (SSHRC), the Secretary of State, and Shell Oil.

According to Mullen the 45-credit master's program is intended "to develop a theoretical and practical knowledge of the field of Art Education, and how other fields affect it." On average there are thirty to thirty-five students enrolled in the program. The student body is comprised of recent graduates of bachelors' programs, and teachers already working at the high school and CEGEP levels. Many hold positions within school boards and art museums, directing Art Education programs.

Examples of recent master's level research include studies on: teaching art to gifted children; the aesthetic preferences of adolescents and where they acquired their taste; art teachers' attitudes toward child art; and sex-role differences in children's drawings.

While the master's program functions as an introduction to research and critical analysis of issues relating to art education, the 90-credit doctoral program is intended to produce graduates who will take on policy and leadership roles in the field.

The Ph.D program, with a current enrollment of ten students, is made up of art professors from local and regional universities, Art Education teachers from local CEGEPs and senior-level teachers in elementary and secondary schools.

Two examples of current Ph.D research projects are: The Historical-Critical Analysis of Ideas Underlying Art Education in the Progressive Era; and The Phenomenological Analysis of a High School Art Class.

Both the Master's and Ph.D programs involve seminar instruction and studio time. At the masters level 12 credits in studio time are required, while at the doctoral level studio time is available in the form of elective courses, because the Ph.D program is geared more toward academic disciplines and to critical analysis and research.

Although the field of Art Education was all the rage ten years ago, the recent economic downturn resulted in severe cutbacks in the number of art specialists working in Quebec. Mullen notes that the pendulum is now starting to swing back in the other direction and the volume of applicants to the program is such that only one third is now accepted.

The department stresses that potential students are wise to consider Concordia because Montreal is a centre for national and international professional associations. Recent conferences have been sponsored by: the International Society for Aesthetics, the Canadian Research Institute for the Advancement of Women, the American Educational Research Association,and the Canadian Society for Education Through Art.

As well, the department's lecture series — "Facets of Art Education" — is in its second year and features speakers of regional, national and international repute.

Faculty members include: Cathy Mullen (Ph.D Pennsylvania State University), Stan Horner (M.Sc Syracuse University), David Pariser (Ed.D Harvard University), Elizabeth Sacca (Ph.D Pennsylvania State University), and Leah Sherman, Department Chairperson (M.A. New York University).

Inquiries may be directed to Cathy Mullen at (514) **848-4646.**

The Professional Master of Business Administration (M.B.A.)

The record speaks for itself: "Since it started in 1966, the Master of Business Administration (M.B.A.) program has grown to become the largest single graduate program at Concordia University, and the flagship of the Faculty of Commerce and Administration."

In fact, the Faculty — with an equally vibrant undergraduate program — is one of the largest in the country, with 130 full-time and 200 part-time faculty members. Yet despite its size, the Faculty stresses a small student/professor ratio, a wide selection of course offerings, and continuing development of the curriculum as priorities for the M.B.A. program.

Here at Concordia, the M.B.A. is unique in that it caters to people from a wide range of educational and professional backgrounds. The program's original "raison d'être" was to provide an education in management to people with little background knowledge in the field, who, because of their responsibilities in middle and upper management, required more skills and theoretical training in the principles of management. Almost half of the annual student enrollment is comprised of arts undergraduates, another 25 percent are from science and engineering, and the remaining 30 percent are from commerce, law, and other areas.

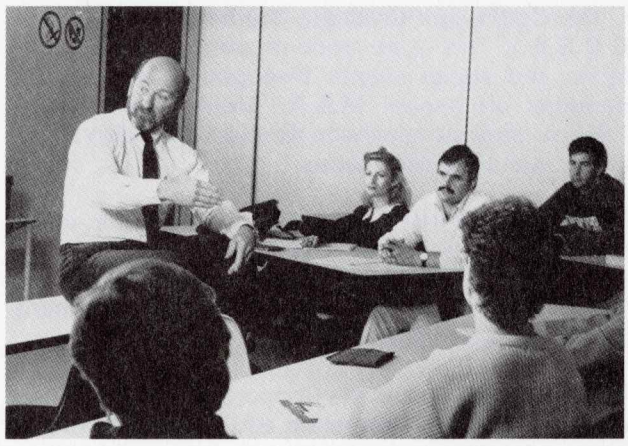
Current enrollment stands at 550, with an equal mix of full-time and part-time students, with growing numbers of both female and francophone students.

The M.B.A. is a multi-disciplinary program involving five central areas of study: Accounting, Marketing, Business Economics and Finance, Management, and Decision Sciences and Management Information Systems.

An important feature of the M.B.A. program is its openness to innovation. It is structured so that new courses can be introduced every year to keep up with changing times and academic needs. Differing aspects of entrepreneurship, internationalism and the use of computers are but a few of these new course areas that have become part of the program in recent years.

Teaching methods are varied and flexible, with lecture and case method approaches being used for the bulk of the theoretical and practical aspects of business education. In many cases group work is encouraged, while the student's business research paper is supervised by an individual faculty member. Every year, more than 100 such research papers are supervised by individual professors, a testimony to the faculty's interest in and commitment to the M.B.A. program.

Any program is only as good as its teaching faculty, and the professors of Commerce and Administration at Concordia are known nationally and internationally for their research work. Many faculty members are consultants for prominent companies in the business community.



Associate Professor Pierre Brunet, teaching the M.B.A. Management Policy course.

Centres of study have been created within the program that serve to maintain a direct link with the business community. They are: The Concordia Transportation Management Centre, The Concordia Treasury Management Centre, and The Cooperative and Exchange Program.

Students are responsible for establishing the following initiatives, all of which have been supported by the faculty either through funding, seed-money, or other resources:

• **The Concordia M.B.A. Case Competition.** This is an annual event which brings together M.B.A. students from across Canada to demonstrate their skills. Teams compete by presenting their conclusions to a panel of top business executives. The Case Competition was initiated in 1982, and at that time it involved five teams and twenty judges. In 1986, the competition had grown to include sixteen teams and more than ninety judges.

• **The Concordia Small Business Consulting Bureau.** This is a student-managed consulting bureau that provides high quality consulting services at minimal cost to small and medium-sized businesses in the Montreal area. In this capacity, students have set up anything from accounting systems to market research studies for their clients. This service helps clients who because of the costs involved would not otherwise be able to afford such advice, and helps students gain practical experience.

• **The M.B.A. Tutorial Service.** This service was started in 1985 and its main purpose has been to assist Concordia students in finding tutors to help them with their course work. The M.B.A. Tutorial Service also coordinates a series of workshops beneficial to students in the pursuit of their academic and career goals.

• **The Commerce Graduate Students' Association (C.G.S.A.).** This association organizes various academic and social events throughout the year. It produces an annual M.B.A. profile book and a C.G.S.A. student telephone directory, and also sponsors a guest speaker series.

A Career Placement Centre, set up by faculty, coordinates on-campus M.B.A. recruitment, and individual job referrals. The M.B.A. Office works closely with Guidance Services and the Canada Employment Centre in this endeavor.

The M.B.A. chapter of the Concordia Alumni Association was created two years ago in order to foster communications between its members and faculty. Last year it sponsored two social activities and this year it set up four professional workshops for its members.

Concordia's M.B.A. program is a challenging academic program — a total learning experience that combines theory with practical experience, and strong academic standards with a wide range of extra-curricular activities. Graduates attest to the value and strengths of this approach, as it brought them into closer contact with other students, faculty, administration, and the business community.

For further information regarding the Professional M.B.A. program, contact Lizanne Winser, Administrative Director, or Dr. T. Tomberlin, Academic Director, at (514) **848-2727.**

Graduate Profile: Enrique Sandoval

Enrique Sandoval, a Chilean exile, completed an interdisciplinary (English, Political Science, and Performing Arts) Ph.D. Humanities in 1986. His doctoral thesis was entitled: **The Metaphoric Style in Politically Censored Theatre.**

Enrique now teaches Drama, Poetry and Composition in the English Department at Dawson College here in Montreal, and is also preparing a book on Chilean theatre under Pinochet's dictatorship.

Notice

In the context of **Sexual Harassment Awareness Week (January 26-30, 1987),** under the sponsorship of the Dean of Graduate Studies and the Committee on the Status of Women, an information session for graduate students and a presentation of the video **Breaking the Trust: Sexual Harassment on Campus** will take place Wednesday, January 28 at noon.

Location: Graduate Student Lounge, 2030 Mackay. For more information please call Elizabeth Morey, **848-4841.**

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